



Supporting Wellbeing in Schools in the Post-pandemic Era

Guest Editor:

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submissions:

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Message from the Guest Editor

This themed issue of Education Sciences seeks articles that explore how we might better support improved mental health and wellbeing in schools, and how we might better encourage relevant stakeholders to adopt effective systemic development as we enter a post-pandemic era in history.

Topics that contributors may consider include, but are not limited to, the following questions:

- What types of mental health and wellbeing interventions are proving to be most/least effective in schools as we move out of the pandemic?
- What has the pandemic taught us about the implementation of mental health support in schools, and how best to move forward?
- How has systemic change and development in schools impacted student mental health and wellbeing in recent times?
- How has systemic change developed in response to the pandemic, and how have these changes informed our understanding of the interaction between school contexts and wellbeing?

We look forward to receiving your contributions.





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Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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